DOCUMENT RESUME

ED 144 545 IR 005 007

TITLE Consumer Information. Final Report.
INSTITUTION Central Midwestern Regional Educational Lab., St. Ann, Mo.
PUB DATE Apr 77
NOTE 61p.; For related document, see IR 005 006

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Catalogs; Consumer Education; Consumer Protection; *Content Analysis; *Curriculum Guides; Questionnaires; Social Studies
IDENTIFIERS *Consumer Information Products

ABSTRACT

One of three projects reported by the Central Midwestern Regional Educational Laboratory included analysis of 178 existing consumer information products. Steps in the analytical scheme were preparation of an annotated bibliography and development of a plan for providing objective, comparative information on such products. These were found in the areas of reading, mathematics, social studies, exceptional children/learning disabilities, career education/vocational education, English, exemplary practice, bilingual education, and general curriculum. Social studies products were considered model products because they were comprehensive, had useful retrieval systems, and presented information in a lively and readable fashion. The second project consists of the development of a questionnaire survey which will be administered to analyse features of the NIE Catalog, one of the largest consumer information products in existence. The Laboratory suggested guidelines for revised entries into the Catalog based on informal reactions to it. Included in the report are: (1) analytical framework outline; (2) list of products studied; and (3) NIE Catalog questionnaire. The final report discusses current social studies curricula and suggests an approach to selecting among them. (KP)

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CONSUMER INFORMATION

Final Report

April, 1977

CEMREL, Inc.

A National Educational Laboratory

IR005007

Consumer Information

Final Report

CEMREL, Inc.
April, 1977

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Introduction

During the first five month period of the R & D Exchange, the national function that CEMREL was contracted to perform was conceived of as providing "objective, comparative information on R & D products." Although this was altered to the provision of an R & D Interpretation Service, the major activities covered by the following report concerned consumer information.

The report is organized to reflect the activities of the Consumer Information Contractor. Each section is preceded by an introduction that explains the reasons for and results of that task. The major activity was the collection and analysis of existing consumer information products. Second, CEMREL developed a form for evaluating the NIE catalog and guidelines for revising the entries. Finally, we updated an analytical framework that we saw as useful in guiding users to decide among curriculum products in social studies as an example of an approach that could be developed in other areas.

Analysis of Consumer Information Products

The Framework:

Draft: An Approach to Analyzing
Existing Consumer Information Products

The objective of this section is to present a scheme for analyzing existing consumer information products so that differences, similarities, strengths, weaknesses are clearly delineated.

Purposes of the Analytical Scheme

There are two purposes of the approach to analyzing existing consumer information products developed here. The first is to guide the Consumer Information Contractor's development of an annotated bibliography of existing consumer information products. Secondly, the results of the analysis coupled with the results of the evaluation of the NIE catalog should help RDx members in deciding what information to present to potential users and what will be an effective method (or methods) for doing so.

Annotated bibliography: The primary audience for the annotated bibliography are the Regional Exchanges. A secondary (although larger) group of potential users of the bibliography is the various "linkers" in existence--e.g., in SEA's, ISA's, within the National Diffusion Network.

The bibliography has as its major purpose the easing of the task of helping users find what they need to achieve some educational objective. Our view is that no Rx staff member will be able to hold in his or her head all potentially needed or helpful products. Further, since the number of catalogs, etc. is also large, no one will be able to recall quickly which ones to use--or to give clients to use--in guiding choices. The annotated bibliography, then, becomes a "second generation" catalog--a catalog of catalogs--with

sufficient information to allow its user (the "linker") to choose which catalog he or she will use (or give to the client) to guide the ultimate choice. Having a single source will enable the Rx's to respond efficiently to user needs.

Developing a plan for providing objective, comparative information: The second purppse of the analytical scheme to existing consumer information products is to provide a set of data that can guide the development of a comprehensive approach to providing objective, comparative information on R & D products. Underlying the development of the comprehensive approach are three assumptions made by the CIC:

1. Much as arguments for "inquiry" approaches to curriculum development and instruction contained within them the statement that the amount to be learned in a single field both increases and changes so rapidly that what students need is to learn how to learn, the CIC believes that the most useful approaches to providing consumer information will be those that help users decide how to decide.*

Specifically, we are concerned that consumers come to ask all producers those questions that provide information that discriminate among products on dimensions that aid choice. In part, we see the analytical frameworks that collect the underlying ideas, principles, and concepts that are outcomes of the R & D process in a given field as framing the key decision points. In addition, however, both the format for the presentation of consumer information and the nature of the information itself (e.g. effectiveness data, social fairness) will help the consumer in the process of deciding how to decide.

*I thank Paul Hood of the Far West Lab for first raising this analogy.

2. It will be inefficient--and ultimately futile--for the comprehensive plan either to duplicate what exists or to provide information in formats or through methods users do not use. As a result, the plan must be based on an analysis of what exists (e.g. the scheme outlined in this paper) and evaluative data from the field (e.g. the NIE catalog evaluation).

3. The CIC assumes that no single approach to providing objective, comparative information on R & D products will suffice. The assumption is that different consumer information product users have different needs, styles, concerns. Of course, this assumption is subject to empirical test, and one purpose of the analysis that will be based on the approach outlined here is to establish relevant dimension for that test.

To summarize, the analysis based on the approach developed in this paper will aid in the development of a comprehensive plan for providing consumers with objective, comparative information about R & D products by testing the CIC's assumptions, revealing some assumptions of other providers of consumer information, or showing all System members what already exists and, by implications, what is needed.

The Analytical Framework

The analytical approach hinges upon asking a series of questions of the extant consumer information products. The following outline comprises the analytical approach.

I. The "universe" of products addressed by the consumer information product
   A. How the universe is defined
      1. By subject matter (social studies, science)?
      2. By age group?
      3. By focus of R & D product (training, curriculum)?
      4. By target audience (school children, teachers, "linkage agents")?
   B. How large the universe is
      1. R & D products only?
      2. Commercial products and R & D products?
      3. Processes as well as products?

II. Categories of information presented
   A. Data for ordering
      1. Publisher
      2. Date
      3. Developer
   B. Evaluative data
      1. Effectiveness
         a. basis for judgment
         b. recentness of data
         c. supplier of data
      2. Social fairness

3. Replicability

4. Process of product development

III. Target audience

A. Practitioners?

B. Policy makers?

C. Linkers?

IV. Utility

A. Can users tell if the products described are relevant to the subject/content areas of interest?

B. Can users tell if the products described are suitable for the intended learners?

C. Can users tell if the materials are special and, if so, in what ways?

1. Is the underlying rationale explicated?

2. Is the role of the instructor clear?

3. Is the role of the learner clear?

4. Are methods or techniques explained?

5. Are special skills required to use the materials?

D. Can users tell the form the product comes in?

1. Is it clear whether products are:

a. books?
b. multimedia?
c. programmed instruction?
d. "complete" package?

2. Can users tell if product stands alone or needs supplementing?

3. Can the user tell if there are options for use and if so, what they are?

4. Can user tell what assessment instruments are in the product or are available for use with it?

E. Can users tell if they can afford the product?

1. Financial costs

a. expandable materials

b. reusable materials

c. facilities and equipment

d. special personnel

2. Other costs

a. training

b. organizational changes

c. special services

d. time requirements

3. Is financial assistance available for implementing product?

F. Can user tell if there are related materials?

G. Can user tell if the product is flexible enough to adapt to his/her own setting?

1. Is pattern of national use given?

2. Has there been an adoption in or near users locale and if so, who is contact person?

V. What is the format for presenting information?

A. Retrieval system

1. Index

2. Charts

3. "Key" words

4. Telephone report

B. Are comparisons easily made?

1. Visually?

2. Through retrieval system?

VI. Other: A category reserved for special attributes of the particular consumer information product or issues that emerge across products.

The results:

We found objective, comparative consumer information products in the following areas:

Reading 3
Mathematics 1
Social Studies 12
Exceptional children/Learning disabilities 26
Career education/Vocational education 9
English 9
Exemplary practice 5
Bilingual education 4
General curriculum 108

Although the largest number was in the catagory "exceptional children/ learning disabilities," this is a somewhat artificial view since some consumer information products were targeted to the blind, some to the deaf, etc. The fact is that social studies is the least covered and, in our view, in social studies the "model" products existed. We term them "model" because they are comprehensive, have useful retrieval systems, and present information in lively and readable fashions. If other catalogs are to be developed, ALRET, EPIE, and the SSEC data books should be carefully studied.

The "general" curriculum category caught products that were not clearly delineated. In fact many require careful reading to discover the topics involved. They are generally, then, not useful for Rx staff and even less so for practitioners.

(NOTE: Since we have delivered the complete annotated bibliography, we are not enclosing it in this report.)

List of Products
Collected by
The Consumer Information Project

Accession No.	Product Title
0001	1974-75 NCTE Guide to Teaching Materials for English, Grades 7-12
0002	NCTE Guide to Teaching Materials for English, Grades 7-12, 1975-76 Supplement
0003	ALERT: A Sourcebook of Elementary Curricula Programs and Projects
0004	Educational Programs That Work (1976)
0005	Educational Dissemination and Linking Agent Sourcebook: A Collection of Product Sources (First Draft, May 1976)
0006	EPIE Career Education S*E*T*, Volumes 1 and 2
0007	Educational Development and Research Catalog
0008	Handbook of Legal Education Materials
0009	Encounters in Thinking: A Compendium of Curricula for Process Education
0010	Catalogue of Child Service Demonstration Centers: 1975-76
0011	Catalog of NIE Education Products, Vols. 1 & 2
0012	Educational Programs That Work (September, 1975)
0013	An Annotated Bibliography of Adult ESL Instructional Materials
0014	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation
0015	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Interdependence
0016	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Identity

Accession No.	Product Title
0017	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Power and Authority
0018	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Conflict
0019	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Change
0020	A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Values and Valuing
0021	Bibliography of Law-Related Curriculum Materials: Annoted (Second Edition)
0022	Vocational Instructional Materials for Agriculture Available from Federal Agencies
0023	Vocational Instructional Materials for Distributive Education Available from Federal Agencies
0024	Vocational Instructional Materials for Health Occupations Available from Federal Agencies
0025	Vocational Instructional Materials for Home Economics Available from Federal Agencies
0026	Vocational Instructional Materials for Office Occupations Available from Federal Agencies
0027	Vocational Instructional Materials for Technical Education Available from Federal Agencies
0028	Vocational Instructional Materials for Trade and Instructional Occupations Available from Federal Agencies
0029	Projects to Advance Creativity in Education: E.S.E.A., Title IV, Part C in Minnesota (3rd Edition)
0030	Missouri Pacesetter: Innovative and Exemplary Projects in the Public Schools of Missouri

Accession No.	Product Title
0031	An Evaluation of Instructional Materials: English, Spelling, Handwriting and Literature Adopted in California
0032	Florida-Developed Products Listing (Sixth Edition)
0033	Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies
0034	Social Studies Curriculum Materials Data Book, Vol. I, II, III
0035	Successful Models and Materials for Elementary Social Studies
0036	Environmental Education
0037	Profiles of Promise
0038	Successful Ventures in Contemporary Education in Oklahoma, 1975, Volume X
0039	Successful Ventures in Contemporary Education in Oklahoma, 1976, Volume XI
0040	Louisiana's Exemplary Education Programs Via ESEA Title III
0041	New In-Depth Evaluations of Social Studies Curricular Projects, Programs, and Materials
0042	Curriculum Information Network First Report: Evaluations of Curriculum Materials
0043	Curriculum Information Network Third Report: Ratings of 24 Social Studies Materials
0044	Innovations '75: An Account of Title III, ESEA in North Dakota
0045	Innovations '74: Title III, ESEA in North Dakota
0046	Educational Innovations in North Dakota--1971-72
0047	Summer Educational Program for the Children of Migrant Agricultural Workers
0048	Michigan's Experimental and Demonstration Centers Projects

Accession No.	Product Title
0049	Forces for Change in Illinois Schools
0050	Title II ESEA Special Grant Programs
0051	Wings of Progress: State of Illinois Diffusion Network
0052	Mini Grants: Title III ESEA
0053	A Consumer's Guide to Educational Innovations
0054	Locally Identified Promising Educational Practices 1974
0055	Illinois Educational Improvement Catalog
0056	Social Studies Projects Tour: An Informal Report
0057	Facilitating Career Development: An Annotated Bibliography, II
0058	Product Development Reports
0059	1973 State Education Legislation and Activity: Curriculum Instruction and Special Programs--A Survey of the States
0060	Nine Model Programs for Young Children
0061	Course and Curriculum Improvement Projects: Mathematics, Science, Social Studies (June, 1974)
0062	Media for Developing Creative Thinking in Young Children
0063	Demonstration Schools in Individualized Instruction: 1976 Visitor's Guide
0064	Reaching Each Child: Programs for Texas Minority Students
0065	Kaleidoscope 14--A Special Issue: Programs for Students with Special Needs
0066	Kaleidoscope 16--Bicentennial Issue: Citizenship Education and School-Community Collaboration
0067	Kaleidoscope 17--Ideas Worth Sharing
0068	Profiles of ESEA Title III Projects

Accession No.	Product Title
0069	Federally Funded Educational Programs for Disadvantaged Children and Youth in New York State
0070	Eighth Report of the International Clearinghouse on Science and Mathematics Curricular Development- 1972
0071	Annual Descriptive Report of Program Activities for Vocational Education for the Fiscal Year Ended June 30, 1975
0072	Annual Descriptive Report of Program Activities for Vocational and Technical Education
0073	Internship Programs in Educational Administration
0074	Drug Education: Goals, Approaches, Evaluation
0075	Inservice Programs for Educational Administrators and Supervisors
0076	Bibliography of Science Courses of Study and Textbooks for Grades K-12 Including Publications of Curriculum Projects
0077	Early Childhood Education: Promising Practices in Rural Education
0078	Options & Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12
0079	Occupational Competence Proposals--1977
0080	Multicultural/Multiethnic Studies Programs
0081	Alternate Learning Center Program File Glossary
0082	Images of Women: A Bibliography of Feminist Resources for Pennsylvania Schools
0083	Educational Innovations in Rural America
0084	Educable Mentally Handicapped-Programs; A Selective Bibliography: Exceptional Child Bibliography Series No. 621
0085	Gifted and Talented Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 609

Accession No.	Product Title
0086	Head Start Curriculum Models: A Reference List
0087	Promising Practices in the Training and Renewal of Teacher Educators
0088	Compendium of Noncommercially Prepared Nonprint Resources in Educational Personnel Preparation
0089	Structural Innovations in Higher Education to Meet Social Needs
0090	New Programs for Training School Administrators. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 10
0091	Guidance Programs and Practices in Rural and Small Schools
0092	Infant Education and Stimulation (Birth to 3 Years): A Bibliography
0093	Community College Faculty Development
0094	Merit Pay Programs for Secondary School Administrators, 1972-1973. Report on Educational Practice
0095	Curriculum Materials for Bilingual and Multicultural Education: An Annotated Bibliography, Volume 1--Spanish Language Arts
0096	Values Education: Approaches and Materials
0097	Speech Handicapped-Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 626
0098	Learning Disabilities-Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 615
0099	ERIC Abstracts: A Collection of ERIC Document Resumes on Program Evaluation. ERIC Abstract Series, Number 33
0100	Migrant Education, A Selected Bibliography (with ERI Abstracts). ERIC/CRESS Supplement No. 5

Accession No.	Product Title
0101	Promising Programs in Arts Education for California Schools
0102	A Comparison of Guides to Non-Print Media
0103	Global Dimensions in the New Social Studies
0104	Instructional Materials in the Classroom; A Basic Reference Shelf
0105	Instructional Media and the Handicapped
0106	Physically Handicapped/Special Health Problems and Cerebral Palsy Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 628
0107	FLES: Types of Programs. ERIC Focus Reports on the Teaching of Foreign Languages, Number 16
0108	Childhood Resources Information Bulletin, Volume 1, Number 2, Fall 1969
0109	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1973
0110	Curriculum Guides; A Selective Bibliography
0111	Criteria for Selecting Types of Foreign-Language Laboratory Systems. ERIC Focus Reports on the Teaching of Foreign Languages, Number 20
0112	Exemplary Practices in Junior College Reading Instruction
0113	English Curriculum Guides K-12 and Criteria for Planning and Evaluation
0114	Educational Programs That Work (Fall, 1976)
0115	An Annotated List of New Social Studies Projects
0116	Abstracts of Instructional Materials for Career Education

Accession No.	Product Title
0117	Higher Education Opportunities for High-Risk Disadvantaged Students: A Review of the Literature
0118	Secondary Reading Programs: Description and Research. ERIC/CRIER Reading Review Series
0119	An Abstract Bibliography of Teacher Education Programs: Part I of the ERIC Clearinghouse on Teacher Education Project on Career Education
0120	Guide to Materials for Reading Instruction, Supplement 1
0121	Guide to Materials for Reading Instruction, 1971 Edition
0122	Annotated List of Recommended Elementary and Secondary Curriculum Guides in English, 1969
0123	Gifted and Creativity Programs: Exceptional Child Bibliography Series
0124	Learning Disabilities-Programs: Exceptional Child Bibliography Series
0125	Innovative Strategies in Field Experiences for Preparing Educational Administrators. ERIC/CEM State-of-the-Knowledge Series Number Twenty-One. UCEA Monograph Series Number Eight.
0126	Emotionally Disturbed-Programs; A Selective Bibliography
0127	Educable Mentally Handicapped-Programs; A Selective Bibliography
0128	Speech Handicapped-Programs: Exceptional Child Bibliography Series
0129	Visually Handicapped-Programs: Exceptional Child Bibliography Series
0130	Gifted and Creativity Programs; A Selective Bibliography
0131	Aurally Handicapped-Programs; A Selective Bibliography

Accession No.	Product Title
0132	Trainable Mentally Handicapped-Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 640
0133	Learning Disabilities-Programs; A Selective Bibliography
0134	Directory of Selected Ongoing Compensatory Education Programs. IRCD Bulletin, Volume 7, Number 3, Summer 1971
0135	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation
0136	State Directories in Environmental Education. Volume 1. U.S. Office of Education Region 1
0137	In-Service Education for Rural School Personnel
0138	Visually Handicapped-Programs; A Selective Bibliography Series No. 619
0139	Directory of Vocational Information Resources in the United States
0140	A Comparison of Guides to Non-Print Media. Updated 1975
0141	Trends and Problems in Comparison Studies of Early Childhood Education Models
0142	Aurally Handicapped-Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 624
0143	Programmatic Development of In-Service Teacher Education
0144	Teaching Centers: Toward the State of the Scene
0145	Identification and Intervention of Handicaps in Early Childhood; A Selective Bibliography. Exceptional Childhood Series No. 606
0146	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1974

Accession No.	Product Title
0147	Playground Facilities and Equipment. NAESP School Leadership Digest Series, Number Nine. ERIC/CEM Research Analysis Series, Number Eleven
0148	Career Guidance Practices in School and Community
0149	Research Visibility: Exemplary Programs and Residential Schools
0150	Curriculum Guides: Exceptional Child Bibliography Series
0151	Paraprofessionals. NAESP School Leadership Digest Series, Number Seven. ERIC/CEM Research Analysis Series, Number Nine
0152	Mother-Child Home Learning Programs: An Abstract Bibliography
0153	Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement
0154	A Directory of Projects and Programs in Environmental Education for Elementary and Secondary Schools. Environmental Education Information Reports
0155	A Directory of Projects and Programs in Environmental Education for Elementary and Secondary Schools. Second Edition
0156	Appendices to A Directory of Projects and Programs in Environmental Education for Elementary and Secondary Schools. Second Edition
0157	A Directory of Projects and Programs in Environmental Education. Third Edition
0158	40 Innovative Programs in Early Childhood Education
0159	Innovative and Exemplary Mini-Grant Programs, Nevada, 1975-76
0160	Education Programs for Disadvantaged Children Funded Through Title I of the Elementary and Secondary Education Act in Wisconsin School Districts During 1972-73

Accession No.	Product Title
0161	CARTEL Annotated Bibliography of Bilingual Bicultural Materials. Cumulative Issue-1974
0162	Career Education and Environmental Education for Student Awareness of and Introduction to the Real World About Them: A Critique of Comparable Education Products
0163	Modelog: A Catalog of Comprehensive Educational Planning Component Models
0164	Innovative, Exemplary School Programs in Kentucky Funded Under Title III, ESEA
0165	Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education
0166	Annual Descriptive Report for Vocational-Technical Education
0167	Business Classroom and Laboratory Equipment
0168	Promising Practices by School Psychological Services in Indiana
0169	Working Together: Case Studies of Title I, ESEA Programs in Four Desegregated School Districts
0170	Learning About Global Cooperation and the United Nations System: An Annotated Curriculum Resource Guide
0171	Directory of Representative Work Education Programs, 1972-73
0172	EPIE Product "In-Depth" Report #64, Analysis of Basic and Supplementary Reading Materials
0173	EPIE Report #71, Secondary School Social Studies: Analysis of 31 Textbook Programs
0174	EPIE Report #73, Selector's Guide for Bilingual Education Materials, Volume 1, Spanish Language Arts
0175	EPIE Report #74, Selector's Guide for Bilingual Education Materials, Volume 2, Spanish "Branch" Programs

Accession No.	Product Title
0176	Curriculum Guides in Art Education
0177	Course and Curriculum Improvement Materials-Mathematics, Science, Social Studies (May, 1976)
0178	Compendium of Compensatory Activities School Year 1974-75

The Evaluation of the NIE Catalog

The Evaluation

The NIE catalog comprises one of the largest consumer information products in existence. While it clearly contains much useful information, informal reactions to it are mixed. The survey CEMREL developed is designed to find out from users the "best" and "worst" features of the catalog. During the five month contract, we developed a survey form. It will be administered and analyzed (in cooperation with the System Support Service) during the next contract phase.

Survey on Use and Organization of the

Catalog on NIE Education Products

1. What is your position? (check the one that occupies most of your time)

_____ teacher

_____ administrator

_____ librarian

_____ community representative

_____ researcher

_____ counselor

_____ information/dissemination specialist

_____ other (please specify) _____

2. Where are you employed?

_____ federal agency

_____ elementary school

_____ secondary school

_____ college

_____ school district

_____ ISA

_____ state department

_____ publishing company

_____ other (please specify) _____

How long have you had your Catalog?

_____ less than one month

_____ one to three months

_____ three to six months

_____ longer than six months

4. Which of the following describes how you first heard of the NIE Catalog? (check one)

_____ It was given to me by the National Institute of Education.

_____ I saw it in a library (or other resource center).

_____ An information/dissemination specialist showed me a copy.

_____ A colleague told me about it.

_____ I heard about it at a professional meeting or workshop.

_____ I read about it in "Selected List of Government Publications".

_____ I received a promotional brochure describing the catalog.

_____ I read about it in a magazine or journal (please specify which one).

_____

_____ other (please specify) _____

5. What prompted you to get a copy of the NIE catalog? (check as many as apply)

_____ No reason, a copy was given to me.

_____ I needed it. (please specify why) _____

_____

_____ other (please specify) _____

6. What sources of information about R&D products did you use before the catalog was available? (please check as many as apply)

_____ didn't use any

_____ ALERT

_____ CEDaR catalogs

_____ publication lists from labs and centers

_____ EPIE reports

_____ newsletters or reports published by state departments of education

_____ newsletters or reports published by an intermediate service unit

_____ other (please specify) _____

7. To your knowledge, what was the very first use made of your copy of the NIE Catalog?

_____ It was used to obtain specific information for my own use.

_____ It was used to obtain specific information for others.

_____ Nothing specific, it was obtained just as a general reference.

_____ It has not been used.

_____ Other (please specify)._____

8. Since receiving the catalog, how frequently have you used it in the ways listed below?

		Never	Seldom (1-2times)	Occasionally (3-4 times)	Frequently (5 or more)
a.	to identify products for possible adoption	☐	☐	☐	☐
b.	to prepare presentations for workshops or training sessions	☐	☐	☐	☐
c.	to compare the products in the catalog with others I knew about	☐	☐	☐	☐
d.	to prepare a report for a class or seminar	☐	☐	☐	☐
e.	to recommend a product for someone's consideration	☐	☐	☐	☐

9. Shown on the chart below are the uses of the NIE Catalog given in Question 3. To the best of your knowledge, please indicate who besides yourself has used the catalog in the stated way and how frequently it has been used in that way.

Please use these code numbers for the users of the catalog column.

01 elementary teachers
02 secondary teachers
03 college teachers
04 special education teachers
05 school building administrators
06 district level administrators
07 state level administrators
08 federal level administrators
09 librarians
10 community representatives
11 students
12 information/dissemination specialists
13 guidance counselors
14 researchers
15 publishing staff
16 other (please specify) _____

USES OF THE CATALOG	USERS OF THE CATALOG	FREQUENCY OF USE: SELDOM (1-2times)	OCCASIONALLY (3-4 times)	FREQUENTLY (5 or more)
a. to identify products for possible adoption	____ ____ ____	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
b. to prepare presentations for workshops or training sessions	____ ____ ____	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
c. to compare the products in the catalog with others I know about.	____ ____ ____	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
d. to prepare a report for a class or seminar	____ ____ ____	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
e. to recommend a product for someone's consideration	____ ____ ____	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

10. To the best of your knowledge, what has happened as a result of the uses you and others have made of the catalog? (check as many as apply)

_____ nothing has happened

_____ further information about a product listed in the Catalog has been requested from the developer. (which product(s)?)

_____

_____ a product listed has been ordered for examination. (which product(s)?)

_____

_____ a product listed in the Catalog has been adopted. (which product(s)?)

_____

11. How useful do you find each of the following features of the NIE Catalog? (You may want to refer to the catalog before making your judgments.)

	Extremely Useful To Have	Useful To Have	Might Possibly be of Use	Of Doubtful Use	Not of Use at All
a. overview of subject areas	☐	☐	☐	☐	☐
b. narrative summaries	☐	☐	☐	☐	☐
c. sample lessons	☐	☐	☐	☐	☐
d. subject area(s)	☐	☐	☐	☐	☐
e. intended users and beneficiaries	☐	☐	☐	☐	☐
f. goals or purposes	☐	☐	☐	☐	☐
g. patterns of use	☐	☐	☐	☐	☐
h. assessment provisions	☐	☐	☐	☐	☐
i. time requirements	☐	☐	☐	☐	☐
j. implementation procedures	☐	☐	☐	☐	☐
k. materials and equipment	☐	☐	☐	☐	☐

	Extremely Useful To Have	Useful To Have	Might Possibly be of Use	Of Doubtful Use	Not of Use at All
l. assurances and claims	☐	☐	☐	☐	☐
m. developer/author	☐	☐	☐	☐	☐
r. availability	☐	☐	☐	☐	☐
o. photo of product	☐	☐	☐	☐	☐
p. subject index	☐	☐	☐	☐	☐
q. user index	☐	☐	☐	☐	☐
r. developer/author index	☐	☐	☐	☐	☐
s. geographic location of developers/author index	☐	☐	☐	☐	☐
t. media index	☐	☐	☐	☐	☐
u. product page index	☐	☐	☐	☐	☐

12. Listed below are a number of suggestions that have been made for revising the Catalog of NIE Education Products. Please use the following scale:

    1 = revision is crucial
    2 = revision is important but not crucial
    3 = revision might be desirable, but probably not important
    4 = probably does not need to be revised at all
    5 = definitely does not need to be revised
    6 = might be undesirable to revise

    Enter the number (1 through 6) that represents the importance you personally attach to each revision suggestion.

    a.____Instead of two large comprehensive volumes, make separate smaller booklets for each subject area category.

    b.____List names and telephone numbers of people in each state who are willing to report on their uses of the products.

    c.____Provide information about the total cost for developing each product.

    d.____Include quotations from users describing their experiences with the product.

    e.____Provide more detailed product evaluation information including the name of a person to contact for a complete evaluation report.

1 = revision is crucial
2 = revision is important but not crucial
3 = revision might be desirable, but probably not important
4 = probably does not need to be revised at all
5 = definitely does not have to be revised
6 = might be undesirable to revise

f.____Use loose-leaf binding so that information about products may be more easily altered by the user.

g.____Improve the graphics. Make the catalog more interesting to look at.

h.____Provide a "cost index" to help users find comparable products which can be purchased within a number of price ranges.

i.____Don't have a book at all. Instead, put all of the information on computer tape for direct access through ERIC or a similar retrieval system.

j.____Have a book, but also have the information available through ERIC or a similar retrieval system.

k.____Exercise some quality control over the accuracy, completeness and objectivity of the developer's statements.

l.____Develop better ways to help users make comparisons among competing products.

m.____Limit descriptions of individual products to two pages.

n.____Edit the catalog to reduce jargon and awkward writing.

o.____Other (please specify) _____

_____

_____

13. The present cost of the Catalog of NIE Education Products is $22 (10 for Volume I and $12 for Volume II). In any revision of the catalog, a sensible price range to aim toward would be

_____ $15 or less

_____ $15 - $20

_____ $20 - $25

_____ $25 - $30

_____ $30 or more

14. Would you be willing to spend the amount you indicated to purchase a revised catalog for your personal use?

_____ Yes _____ No

15. Would you be willing to recommend that your organization purchase a copy at the price you indicated?

_____ Yes _____ No

16. All things considered, how valuable do you consider the catalog?

☐	☐	☐	☐	☐
of no value whatsoever	of little value	somewhat valuable	valuable	extremely valuable

17. We plan to interview some of the holders of the NIE Catalog. Would you be willing to spend about a half hour on the phone sometime in May or June talking with one of our staff interviewers?

_____ Yes _____ No

(if yes, your name and address please)

Name: _____

Address: _____

_____

Phone: ( ) _____

Best day/hour to call me _____

GUIDELINES FOR NIE CATALOG ENTRIES

The specifics of what is to be included in each revised entry into the NIE catalog will depend upon the reactions of users to various features of the existing catalog. User reactions will be obtained using the Survey on the Use and Organization of the Catalog on NIE Education Products.

In the absence of data about the impact of the existing catalog, what follows constitutes our best guesses about the kinds of information needed to produce an entry based on informal reactions to the existing catalog. In any event, because much of theinformation that probably will be included in any new catalog has already been submitted by developers, in support of existing products, we suspect the need for additional information will be minimal.

1. Submit an overall entry for each program or series of conceptually linked products. For example, if a reading series has instructional units that are to be purchased separately, submit one entry for the series (see below number 2 for handling each unit in the series).

   That entry should contain

   a. Program title
   b. Developer/Author
   c. Narrative description of the program (include a list of separate packages in the suggested sequence)
   d. Subject Area(s)
   e. Intended users and beneficiaries
   f. Goal(s) or Purpose(s) (learning outcomes)
   g. Patterns of Use
   h. Assessment provisions within the materials

i. Time requirements

j. Implementation procedures -- include special training, staffing, or organizational arrangements and estimate costs

k. Cost of materials and equipment

l. Assurances -- that the product will not affect users adversely. If possible, cite specific efforts to overcome racist and sexist sterotypes.

m. Claims -- include evaluation data, cost advantages, etc. Data should be presented in an easily read format and should include evidence of effectiveness, if possible, as well as testimonials.

n. Availability

o. Locations where product may be found in use

2. Submit an entry for each separately purchasable product within the series. The total entry for each should be short (no more than one page) and should include:

   a. A brief narrative description of the product, including objectives

   b. Information concerning availability, evidence of effectiveness-- <u>if that varies from the series' information</u>.

   c. Cost information

3. Submit an entry for each separate product (not ranked in a series), following the guidelines for overall entries.

4. For all entries, submit one to five key words that are good descriptors of the entry.

Approach to Selecting Among Social Studies Curricula

The following revision of an analytical framework developed by Alan Tom is presented for two reasons. First, we believe it to be useful in guiding consumers to make curriculum decisions consistent with their needs and values in a complex and value-laden field. Second, we view it as a model for developing analytical essays in other fields.

AN APPROACH TO SELECTING AMONG SOCIAL STUDIES CURRICULA

Alan Tom

revised by

Naida Tushnet Bagenstos

February, 1977

Introduction: AN ANALYSIS OF CURRENT SOCIAL STUDIES CURRICULA

A striking characteristic of social studies textbooks is their similarity to one another. Tables of contents are practically interchangeable. Recently, however, a number of new curricula, significantly different from established texts, have been developed. Whether the new curricula are superior to standard texts is in dispute, partly because comprehensive criteria for comparing curriculum proposals have not yet been developed. The first section outlines the problems involved in choosing among curricula.

The second section develops a scheme for distinguishing among social studies positions. Although all curricula have the ultimate aim of promoting responsible citizenship, there are at least four different routes to this goal. The scheme for categorizing social studies positions differs both from traditional distinctions made in social studies literature and from Bloom's taxonomies of cognitive and affective objectives. The connections between the new scheme and social studies literature are explored, but the taxonomies are not discussed because they are based on distinctions that differ from those historically made in social studies education.

The last part relates a number of the national curriculum projects to the scheme. Type of content is used as a basis for classification of curricula. The four types of content are: procedures for making rational value judgments, value judgments of a reference group, ways of social science thinking, and social science knowledge.

I: COMPARING CURRICULUM PROPOSALS

"America," Alexis de Tocqueville noted, "is a land of wonders, in which everything is in constant motion and every change seems an improvement." Few would dispute that our society is a rapidly changing one. It is less certain that every change is an improvement.

Would the distant rumble of a supersonic jet strike you as the "sound" of progress? Certainly the development of a commercial supersonic airliner would speed the delivery of passengers from one side of the continent to the other. However, the increased noise level may be seen by some people to be too high a price to pay for quickening the pace of air travel. Whether one views the commercial supersonic jet as an improvement depends on what is given priority, speed or tranquility.

The problem of judging the value of innovations is not unique to aircraft development. Whether to develop a new defense weapon is a problem commonly faced by government officials and legislators. Legislators also evaluate bills related to poverty, health, and educational programs. It is on the last area, educational innovations, that this paper focuses. Specifically, the author is interested in social studies, though the issues raised in this paper probably are relevant to innovations in other suject areas.

Social studies educators and teachers have long disagreed about what should be the basic purpose of social studies education. This lack of agreement on a criterion makes evaluation of new products most difficult. Yet until recently few teachers have been concerned about the great variety of proposed purposes because new statements of position have not been accompanied by student materials.[1] In the absence of student materials these statements of position have had little significance for schools; they have been of interest primarily to social studies educators in universities.

Old Questions and New Realities In the past, selecting curriculum materials has been a relatively simple task. The issue in the end has boiled down to the question: which text shall we use for a particular course? Although an occasional school district has developed materials on its own, most districts lack the human and financial resources necessary to create curriculum materials. As a result school districts tend to restrict their attention to published texts. Typically, once every five years, a committee is formed to survey the available texts in order to recommend one of them for adoption. Supplemental or enrichment materials may also be chosen, generally on the basis of their correlation with the selected text.

Textbook selection is like buying a car, not only in that both involve clearly defined choices, but in addition because textbooks, as well as cars, share a number of characteristics. The similarity of product is obvious in the case of cars but may not be so in relation to texts. Textbooks tend to contain masses of facts and generalizations, yet at the same time to include numerous topics. That is, texts tend to be encyclopedic. In addition, the emphasis of facts and generalizations indicates that texts focus on issues of description or explanation. Little attention is given to either ethical or public policy issues, both of which involve values as well as facts and generalizations. Ethical and public policy issues usually are a part of social studies instruction, but generally the teacher, rather than the textbook, introduces these issues. A final shared characteristic is that generalizations made by scholars are presented as if they were facts; rarely is the process examined by which scholars reached these tentative conclusions. Textbooks, therefore can be characterized as detailed accounts of a variety of topics in which the conclusions of scholars are summarized.[2]

But every teacher knows that textbooks do differ from one another. Moreover, the fact that teachers approach textbook selection with a set of questions indicates that teachers believe these differences can be systematically examined. The nature of the questions, however, suggests that the differences deal not so much with contrasting purposes for social studies instruction as they do with the different ways youngsters might respond to stylistic variations among tests.

The role of the questions can be seen by examining four of the more frequently asked questions:

1. Is the reading level appropriate to the students for whom the book is intended?
2. Is the text factually accurate and does it contain interpretations which are consistent with contemporary scholarship?
3. Is the text attractively illustrated?
4. Will the style of writing hold the interest of the students?

With the exception of number two, these questions involve stylistic concerns: reading level, illustrations, writing style. The illustrations and writing style questions help a teacher predict student interest in the materials while the reading level question helps a teacher estimate the ability of students to understand the materials. Although student response is a valid consideration in selecting materials, it does not take into account two basic issues: the purpose of social studies instruction and the selection of content to realize that purpose.

Even the question related to content (accuracy of facts and interpretations) is not particularly helpful in selecting content. The basic problem is that there is much more accurate content than there is time for social studies instruction. At best, the accuracy question eliminates some "false" content; this question does not aid in reducing to a manageable size the tremendous quantity

of "true" content. Moreover, the term content refers to more than facts and interpretations; skills, attitudes, values all are potential content for a social studies course.

II: ALTERNATIVE DIRECTIONS FOR SOCIAL STUDIES INSTRUCTION

Even though curriculum proposals made by educators and social scientists have not brought about a revolution in social studies instruction, these proposals have delineated alternative directions that social studies instruction may take in the future. One type of influence exerted by these proposals is on beginning teachers who, as a part of their teacher training, often read books or articles by curriculum theorists. The proposals also have had considerable impact on the materials developed by the national projects.

The purpose of this section is to examine the ideas of several representative educators and social scientists. To facilitate the comparison of varying positions, a scheme is developed for classifying similar approaches to social studies instruction.

A Scheme for Categorizing Social Studies Positions Two recent attempts to identify alternate directions for social studies instruction have resulted in the same basic division. The division is between those who view social studies as being primarily concerned with the development of good citizens and those who see the social studies as essentially the same as the social sciences.[3] This way of conceptualizing the alternatives is unfair to those who equate the social studies and the social sciences, for it implies that they are unconcerned with

citizenship education. The distinction is also unfair to the advocates of citizenship education, for it suggests they believe that one can become a good citizen without being knowledgeable in the social sciences.

Bernard Berelson has argued that the disagreement between proponents of citizenship education and those of social science knowledge is largely a spurious issue. Phrased differently, the apparent issue disappears:

> As a starter, suppose we were to say that we--all of us involved--want to give high school students the best introduction we can, within limits of practicality, to the best available knowledge from the social science disciplines as a means to the end of producing responsible citizens. That single sentence, which I think would be agreed to by many participants on all sides of the debate, may go a long way toward resolving the issue.[4]

His way of stating the issue does seem to resolve part of it: social science knowledge need not be considered an end in itself but rather as a means to the end of citizenship education.

But agreeing on the end, citizenship education, does not necessarily lead all educators to favor the same means. Berelson sees the means as being "the best available knowledge from the social science disciplines." Jerome Bruner, who shares Berelson's assumption that the social studies are essentially the same as the social sciences, is not so much interested in teaching youngsters social science facts and generalizations (Berelson's position) as he is in having youngsters engage in the same kind of intellectual activity as do practicing social scientists:

> The schoolboy learning physics is a physicist, and it is easier for him to learn physics behaving like a physicist than doing something else. The "something else" usually involves...classroom discussions and textbooks that talk about the conclusions in a field of inquiry rather than centering upon the inquiry itself.[5]

The last sentence places Bruner in direct opposition to the social scientists who contributed articles to the book introduced by Berelson. Those social scientists, as Berelson point out, directed their efforts to answering the question: What ought a high school graduate know about my field?[6] In other words, the emphasis is on conclusions, precisely the approach that is criticized by Bruner.

To summarize, Bruner and Berelson both want social studies to be closely related to the social sciences. While Berelson believes that students should learn particular conclusions from the various social sciences, Bruner argues that students should engage in the ways of thinking used by social scientists. Briefly stated, Berelson wants students to learn the products of research; Bruner wants students to employ the process of inquiry. Yet both of them make the same claim for their approaches; this claim is that their particular approach is the one that best produces understanding.[7]

The emphasis on understanding is logical because social scientists see the social sciences as producers of reliable konwledge and of techniques to insure this reliability. Several definitions of the social sciences are quoted to illustrate this point:

> It is a group of disciplines that provide descriptions of human nature, human activity, and human institutions. These disciplines are scientific, first in that they are concerned with telling us What Is, not What Ought To Be; and second, in that they exercise objectivity, pursue special knowledge, and move toward formulation of this knowledge.[8]

> In baldest terms, social scientists share a common concern in the development and use of methods for ordering data systematically and analytically, and for interpreting their findings as objectively as possible.[9]

> With what...are the social sciences concerned? They are concerned with the actualities of human societies in development, with records of past actualities, with knowledge, with thought, and with methods of acquiring knowledge respecting the actualities of human societies in development.[10]

Even in the case of public policy issues, a social scientist is more likely to see his role as a producer of reliable knowledge than as a direct participant in social action:

> Not only are solid facts to guide policy formulations woefully inadequate, but also misinformation to misguide policymakers often seems abundantly available. For example, who really knows whether public assistance undermines or strengthens individual initiative? Or whether or not Blue Cross, Blue Shield, or automobile insurance may not be undermining the insured person's sense of individual responsibility? To help supplant myth with fact and conjecture with knowledge is a contribution which researchers can make.[11]

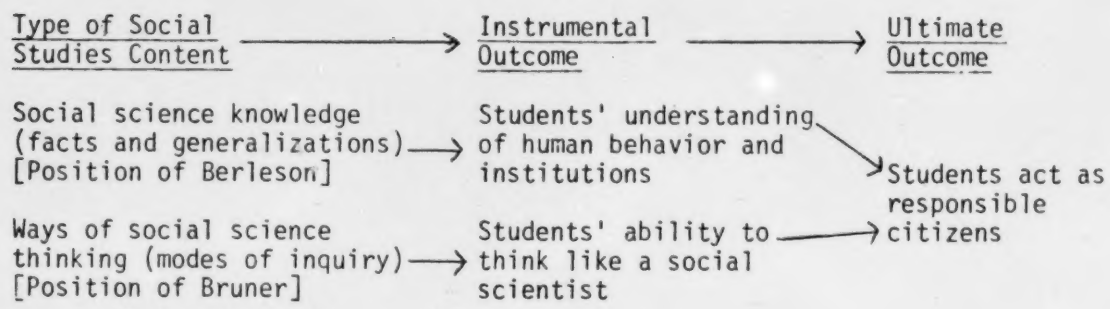
Since social scientists see the social sciences as a major source of reliable knowledge concerning human activities and institutions, it is natural for them to conclude that studying the social sciences leads to understanding. In turn, understanding of human activities and institutions is associated, often implicitly, with responsible citizenship.[12]

Figure I represents the relationships between the social sciences and citizenship education for those who stress the central role of the social sciences in social studies education. The arrows indicate temporal movement, from what students study (the social sciences) to the instrumental outcome (student understanding of human behavior and institutions or ability to think like a social scientist) to the ultimate outcome (good citizenship on the part of the student).

Those who emphasize social science content and instrumental outcomes often have difficulty defining clearly what they mean by good or responsible citizenship. This problem often leads to a second one: a vague statement of the way in which either a student's increased understanding or his improved thinking skills would make him a better citizen. An ambiguous statement of the relationship between instrumental and final outcomes makes it difficult not only to evaluate the approaches proposed by Bruner and Berelson but also to compare either of these to other alternatives.

Figure I

The Social Sciences and
Citizenship Education


Type of Social Studies Content
Instrumental Outcome
Ultimate Outcome
Social science knowledge (facts and generalizations) [Position of Berleson]
Students' understanding of human behavior and institutions
Ways of social science thinking (modes of inquiry) [Position of Bruner]
Students' ability to think like a social scientist
Students act as responsible citizens

Many social studies educators do not share Bruner and Berelson's view that pursuit of understanding is an adequate preparation for reponsible citizenship. One such educator is Shirley Engle. Engle contends that decision making should be the core of social studies instruction.[13] Engle is concerned with two levels of decision: interpretation of data[14] (a version of understanding) and policy determination. Policy issues, Engle points out, involve values as well as interpretation of data:

> In dealing with the issue of which of two proposed solutions to the problems of farm surpluses is best, one may conclude, factually, that government support of farm prices leads inevitably to inefficiency in agriculture and to unnecessarily high cost for food and fiber which the farm produces. This much is a factual conclusion. But this does not necessarily get us out of the woods, for one might still prefer government supported agriculture to an unregulated agriculture because he feared the control of large agricultural corporations (which will almost inevitably follow the removal of government restrictions - anotner factual generalization) more than he fears government controls. The latter decision is a value judgment...[15]

Engle goes on to argue that if responsible decision making is the end of social studies instruction, then the study of values must be a central concern of social studies instruction.

It is precisely on the issue of values that many social scientists get disturbed. Philip Hauser, a sociologist, takes the position that value judgments have no place in either social science research or social science instruction. Hauser is concerned about the potpourri of research results and normative judgments that often occur in textbooks and courses of study. If value judgments are to be included in the curriculum, they should appear in courses labelled ethics, religion, civics. "By keeping such value judgments out of the social sciences, or minimizing their inclusion, not only is the integrity of social science maintained, but the value judgments themsleves are not given a false aura of validity by association with, or as presumed derivations of, 'science.'"[16]

Hauser's arguments appear to be valid, yet separating value judgments from social science content creates other difficulties. How can adults be expected to relate social science knowledge to value issues if, as students, they do not have practice in this task? Indeed, separating the two implies that it is intellectually unsound to relate social science knowledge to value issues.[17]

But those who argue that values should be an integral part of social studies instruction do not agree on an approach to this task. To be specific, a teacher can handle an issue involving values in at least two different ways. Let us assume that fredom of speech in the United States is under discussion. If a student suggests that freedom of speech should have no limits, the teacher may say either: "Your answer is right (or wrong) because..." or "Can you support your answer with good reasons?" In the first case the teacher is attempting to convince the student of the wisdom of someone else's answer to the issue. The teacher in the second instance is challenging the student to develop his own answer to the issue.

The first approach is sometimes referred to as "teaching values" while the second one is labelled "teaching about values." This way of making the distinction, however, does not specify carefully how the approaches differ. A more precise pair of terms is adjustment and self-development. To evaluate a youngster's answer as right (or wrong) is to identify, implicity or explicitly, a standard against which the answer is being judged; the youngster must "adjust" his answer to that standard so that his answer is "right." The standard may represent local community norms, middle class values, the preferences of his teachers, etc. In all cases the task of the student is to "adjust" or "adapt" his value orientation to that of a reference group.[18]

To request that a youngster support his answer with reasons is to say that he is to "develop" his own position. In addition it is implied that some positions are more valid than others; if all positions are seen to be equally wise, there is no need to request supporting reasons. But validity is not a question of whether the answer is consistent with a standard so much as it is a question of whether the reasoning leading to the answer is rational.[19]

Figure II presents a typology of the various approaches to values education that are reflected in curricula. For each approach, there is literature both for and against, both analytic and rhetorical; see Phi Delta Kappan, Summer 1976. Kohlberg's views, since they are rooted in an epistemology and particular psychological theory, have been the subject of careful critical analysis, e.g., Aaron, School Review, Winter, 1977.

Figure II

OVERVIEW OF TYPOLOGY OF VALUES EDUCATION APPROACHES

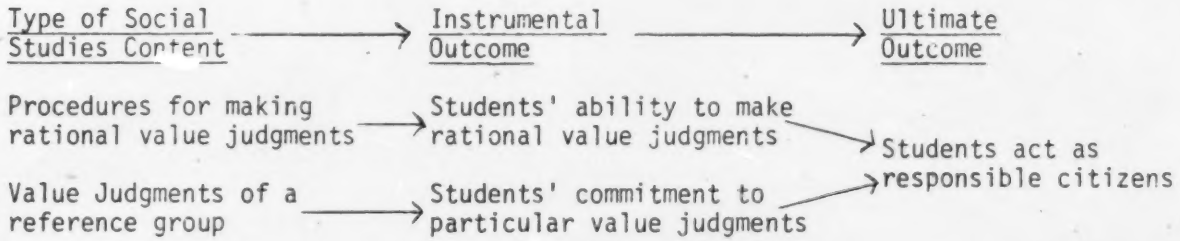
APPROACHES	PURPOSE	METHODS	MATERIALS	DEVELOPERS
Inculcation	-to install or internalize certain values in students -to change the values of students so they more nearly reflect certain desired values	modeling, positive and negative reinforcement, mocking, nagging, manipulating alternatives, providing incomplete or biased data, games and simulations, role playing, discovery learning	Human Value Series Teaching Moral Values through Behavior Modification	Blanchette et al. (1970) Sayre (1972)
Moral Development	-to help students develop complex moral reasoning patterns based on a higher set of values -to urge students to discuss the reasons for their value choices and positions, not merely to share with others, but to foster change in the states of reasoning of students	moral dilemma episodes, with small group discussion being relatively structured and argumentative	First Things: Values "Teaching Strategies for Moral Dilemmas"	Kohlberg and Selman (1970) Galbraith and Jones (1974)
Analysis	-to help students use logical thinking and scientific investigation to decide value issues and questions. -to help students use rational, analytical processes in interrelating and conceptualizing their values	structured rational discussion that demands the application of reasons as well as evidence, testing principles, analyzing analogous cases, debate, and research	Public Issues Series Analysis of Public Issues Program Values Education (41st NCSS Yearbook) People, Places, Decision Series	Oliver and Newmann (1967-72) Shaver and Larkins (1973) Metcalf (1971) Berlak and Tomlinson (1973-1977)

APPROACHES	PURPOSE	METHODS	MATERIALS	DEVELOPERS
Clarification	-to help students become aware of and identify their own values and those of others -to help students communicate openly and honestly with others about their values -to help students use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns	role-playing games, simulations, contrived or real value-laden situations, in-depth self-analysis exercises, sensitivity activities, out-of-class activities, small group discussion	Decisions and Outcomes Values and Teaching Values Clarification Values in Action Scholastic Contact Series A Probe into Values	Gelatt et al. (1973) Raths et al. (1966) Simon et al. (1972) Shaftel and Shaftel (1970) Goodykoontz (1968-74) Church (1973)
Action Learning	-those purposes listed for analysis and clarification -to provide students with opportunities for personal and social action based on their values -to encourage students to view themselves as personal-social interactive beings, not fully autonomous, but members of a community or social system	the methods listed for analysis and clarification as well as action projects within the school and community and skill practice in group organizing and interpresonal relations	Finding Community Social Action CECH	Jones (1971) Newmann (1972) Citizenship Education Clearinghouse, Ochoa and Johnson (under development)

Figure III summarizes the relationships between value judgments and citizenship education for those who believe that the study of values should be a central concern of social studies instruction. As in the case of Figure I, the arrows ir Figure III refer to temporal sequence. Type of content (column one) leads to instrumental outcomes (column two) which result in ultimate outcomes (column three). Both approaches have responsible citizenship as the ultimate outcome.

Figure III

Value Judgments and
Citizenship Education


Type of Social Studies Content
Instrumental Outcome
Ultimate Outcome
Procedures for making rational value judgments
Students' ability to make rational value judgments
Students act as responsible citizens
Value Judgments of a reference group
Students' commitment to particular value judgments

Educators who emphasize the place of value judgments in social studies education may encounter definitional problems. Those who stress the making of rational value judgments often do not provide a definition of the term rational. Since this term is of central importance, it must be carefully defined. Educators who emphasize the product, particular value judgments, need to identify precisely which value commitments are to be taught.

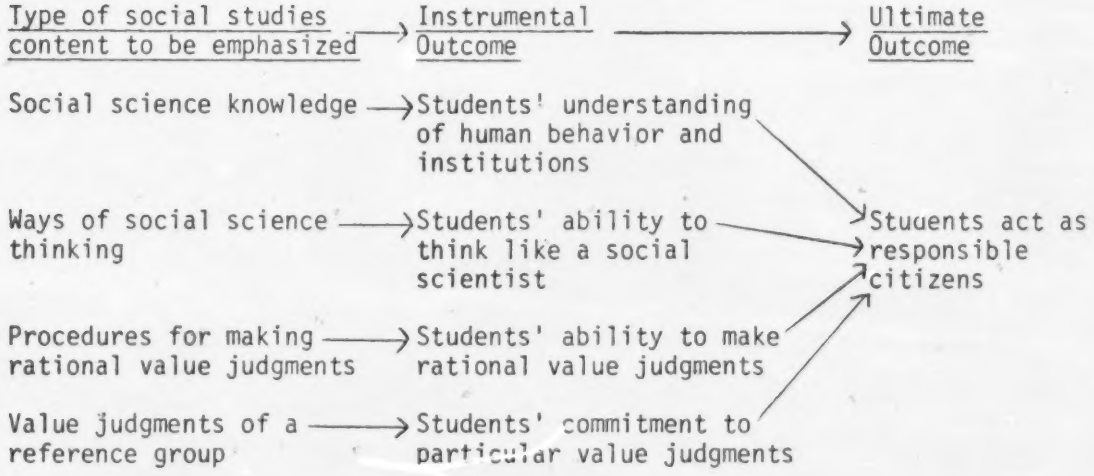
In all of the Figures, distinctions between types of content may be seen as artificial. For instance, a student cannot think like a social scientist without employing social science knowledge. Thinking like a social scientist also entails accepting the value commitments of a reference group, social science scholars. Scholarly values include objectivity, pursuit of truth, freedom of thought, and so on. Similarly, a student brings his own values, obtained from a variety of reference groups, to any situation where he tries to make a "rational"

value judgment. No doubt it is impossible to organize a social studies course using only one of the four types of content.

But it is possible to base a course primarily on one of four types of content. Other types of content may be included, but their use is determined by the type of content that is dominant. That is, in a course where major emphasis is on the teaching of particular value commitments, only social science knowledge that supports these commitments is introduced. By the same token value judgments are excluded from a social science inquiry course because the emphasis is on understanding, not judging, human behavior and institutions. However, such a course implicitly teaches scholarly values.

Figure IV

Alternative Social Studies Positions


Type of social studies content to be emphasized
Instrumental Outcome
Ultimate Outcome
Social science knowledge
Students' understanding of human behavior and institutions
Ways of social science thinking
Students' ability to think like a social scientist
Students act as responsible citizens
Procedures for making rational value judgments
Students' ability to make rational value judgments
Value judgments of a reference group
Students' commitment to particular value judgments

Figures I and III can be combined to create a sceme for categorizing alternative social studies positions. The result, Figure IV, indicates that each of the four positions has the same ultimate goal: responsible citizenship. The instrumental outcomes are so different that one cannot help but believe that they are a reflection of varying conceptions of responsible citizenship. Indeed, the term citizenship education has been defined at one time or another as being: consumer education, commitment to the American Creed, personal adjustment, clari-

fication of positions on public issues, mastery of basic facts in American History, or some other end.[20]

It seems highly unlikely that any one of the interpretations of responsible citizenship will ever be accepted by all social studies educators. In the absence of such consensus, the question becomes how one decides which ultimate outcome ought to be preferred. Only after such a determination is made can one hope to judge which of the instrumental outcomes is most appropriate. An approach to determining the desirability of conceptions of citizenship education is presented later in this paper.

Contributions of the Scheme One major contribution of the scheme presented in Figure IV is that it revises a basic distinction made by many social studies educators. This distinction is between social studies as the developer of good citizens in contrast to social studies as essentially the same as the social sciences. We should, as Berelson notes, all agree that citizenship education is the primary end of social studies instruction. The question is not, therefore, citizenship education versus the social sciences. The issue is to find a wise concept of citizenship education and to discover how that concept may be efficiently attained.

A second contribution of the scheme is that it provides a map of several logically possible alternatives. For the map to be of use, however, a person must be able to place actual curriculum proposals in the scheme. In addition, the scheme should aid one's attempt to compare and contrast various curriculum proposals.

FOOTNOTES

[1] Examples of such statements of position are: Shirley Engle, "Decision Making: The Heart of Social Studies Instruction," *Social Education*, XXIV (November, 1960), 301-04, 306; Maurice P. Hunt and Lawrence E. Metcalf, *Teaching High School Social Studies*, (New York: Harper & Row, 1955); Philip Hauser, "Social Science Research and the Curriculum: *North Central Association Quarterly, 33* (January, 1959), 231-41; Harry S. Broudy, B. Othanel Smith, Joe R. Burnett, *Democracy and Excellence in American Secondary Education* (Chicago: Rand McNally, 1964); Earl S. Johnson, "The Social Studies Versus the Social Sciences," *The School Review*, 71 (Winter, 1963), 389-403.

[2] Exceptions do exist. An example of a text that does involve students in the evaluation of data is: Allan O. Kownslar and Donald B. Frizzle, *Discovering American History* (Holt, Rinehart, and Winston, 1967).

[3] Shirley Engle, "Objectives of the Social Studies," *Current Research in Social Studies*, Bulletin of the School of Education, Indiana University, 40 (March, 1964), 1-12; Dale L. Brubaker, *Alternative Directions for the Social Studies* (Scranton, Pennsylvania: International Textbook Company, 1967).

[4] Bernard Berelson, "Introduction," *The Social Studies and the Social Sciences*, Sponsored by the American Council of Learned Societies and the National Council for the Social Studies (New York: Harcourt, Brace & World, 1962), 6-7.

[5] Jerome Bruner, *The Process of Education* (New Yrok: Vintage Books, 1960), 14.

[6] "Introduction," *The Social Studies and the Social Sciences, 4.*

[7] Berleson states that the scholars contributing to his volume believe that high school students should study "basic understandings, illustrated by their applications to past and present societies" (p.7); his use of the term understandings indicates he equates the study of conclusions with the process of understanding. On the other hand Bruner believes that understanding results only when one engages in inquiry: "What a scientist does at his desk or his laboratory, what a literary critic coes in reading a poem, is of the same order as what anybody else does when he is engaged in like activities--if he is to achieve understanding." (p.14).

[8] Robert Redfield, "The Social Uses of Social Science." Quoted by Dale L. Brubaker, *Alternative Directions for the Social Studies*,

[9] Pendelton Herring, "The Objectives and Methods of the Social Sciences The Essential Functions of Research," *New Viewpoints in the Social Sciences*, Twenty-eighth Yearbook of the National Council for the Social Studies (Washington, D. C.: The Council, 1958), 2.

[10]Charles A. Beard, *The Nature of the Social Sciences*, Part VII of the Report on the Commission on the Social Studies, Chariman A. C. Krey (19 vols; New York: Charles Scribner's Sons, 1934), 3.

[11]Robin Williams, *Social Action and the Social Scientist*, Proceedings of the 5th Annual Intergroup Relations Conference, University of Houston, April 18, 1964, Prepared by the Public Affairs Research Center (University of Houston, Occasional Paper #2), 8.

[12]For example, Jerome Bruner, although he never uses the term citizenship, asserts that subject matter is not an end in itself: "It is only in a trivial sense that one gives a course to 'get something across,' merely to impart information . . . .Unless the learner also masters himself, disciplines his taste, deepens his view of the world, the 'something' that is got across is hardly worth the effort of transmission." *Toward a Theory of Instruction* (Cambridge, Massachusetts: Harvard University Press, 1966), 73. The goals proposed by Bruner may be his way of defining responsible citizenship.

[13]Engle, "Decision Making,: *Social Education*, XXIV, 301-04, 306.

[14]Engle defines interpretation of data as "deciding what a group of descriptive data means, how these data may be summarized or generalized, what principles they suggest." "Decision Making," *Social Education*, XXIV, 301-04, 306.

[15]Engle, "Decision Making," *Social Education*, XXIV, 303-04.

[16]Philip Hauser, "Social Science Research and the Curriculum." Reprinted in James Shaver and Harold Berlak, *Democracy, Pluralism, and the Social Studies* (Boston: Houghton Mifflin Company, 1968), 266-67.

[17]James Shaver and Harold Berlak, "The Social Sciences and the Curriculum," *Democracy, Pluralism, and the Social Studies*, 259.

[18]The term reference group includes any grouping whose values could provide a standard for a youngster, i.e., his peer group, a social class, a community, the teachers in his school, the friends of his parents.

[19]Rational is defined by the Harvard Project (as published by American Education Publications) in the following way: "Opinion issues can be resolved through rational discourse. There are objective standards for judging the rationality and validity of positions and thereby showing that some opinions are better than others...Briefly, a position or opinion that is supported by reliable evidence, that is consistent, that takes into account analogous situations, and that offers useful definitions of vague terms is more valid than a position that is unsupported by evidence, inconsistent, insensitive to analogies, and uses ambiguous language." *Cases and Controversy; Guide to Teaching the Public Issues Series* (Middleton, Connecticut: American Education Publications, 1967), 7.

[20]Some readers may restrict citizenship education to one of these definitions. The author, however, uses the term to encompass any outcome designed to prepare individuals for a role in a free society.

Conclusions

The conclusions reached during our survey and analysis of existing consumer information products are summarized below:

1. Many such products of varying quality exist.

2. Rx members (and other consumers) can rely on the consistent high quality of EPIE reports.

3. There is less need for additional products than for analytical frameworks that help users determine their own needs (including their values in particular areas) in making choices of products and instructional approaches.

4. Such frameworks should be keyed to research and existing curriculum products.

5. Revision of the NIE catalog is needed, but it must await the results of the evaluation.